

STUDI MASKULINITAS ANAK DALAM KONTEKS PENDIDIKAN ANAK USIA DINI

TESIS

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Syarat Memperoleh Gelar Magister Pendidikan
Program Studi Pendidikan Anak Usia Dini



Oleh:
Sarah Nandya Mutiara
1602667

PROGRAM STUDI PENDIDIKAN ANAK USIA DINI

SEKOLAH PASCASARJANA

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LEMBAR PENGESAHAN

STUDI MASKULINITAS ANAK DALAM KONTEKS PENDIDIKAN ANAK USIA DINI

Sarah Nandya Mutiara

1602667

Diajukan dan disahkan oleh Pembimbing:

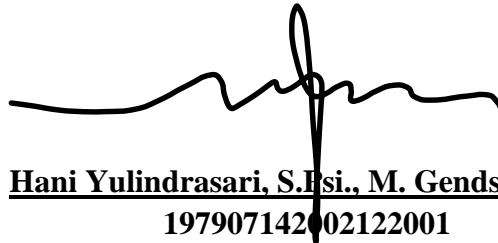
Pembimbing I,



Vina Adriany, M.Ed., Ph.D

197601262003122001

Pembimbing II,



Hani Yulindrasari, S.Psi., M. Gendst., Ph.D

197907142002122001

Mengetahui,

Ketua Program Studi Pendidikan Anak Usia Dini



Vina Adriany, M.Ed., Ph.D

197601262003122001

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Bandung, September 2020

Yang membuat pernyataan,

Sarah Nandya Mutiara

NIM. 1602667

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Sarah Nandya Mutiara

ABSTRAK

STUDI MASKULINITAS ANAK DALAM KONTEKS PENDIDIKAN ANAK USIA DINI

Oleh

Sarah Nandya Mutiara

1602667

Istilah anak laki-laki akan menjadi laki-laki diterima secara luas di masyarakat, seolah identitas maskulinitas bersifat bawaan dan alami. Proses untuk menjadi laki-laki melibatkan pembelajaran maskulinitas yang dibentuk sejak dini melalui berbagai konteks dan situasi dalam lingkungan sosial termasuk lingkungan sekolah dalam pendidikan Taman Kanak-kanak. melalui lingkungan Taman Kanak-kanak anak belajar membangun maskulinitas yang dipengaruhi oleh stereotipe, dimana stereotipe maskulin berkaitan dengan perilaku toksik seperti kekerasan, kekuatan, keberanian dan tidak menangis. Pelibatan perilaku toksik dalam pembangunan maskulinitas anak laki-laki bukan merupakan hal baru, dimana anak yang menunjukkan perilaku toksik sering dianggap biasa dan alami pandangan tersebut terjadi dikarenakan terdapat stereotipe yang berkembang, dimana anak laki-laki harus dapat menunjukkan ciri-ciri maskulin dalam kehidupan sehari-hari. Penelitian ini bertujuan untuk mengetahui bagaimana maskulinitas pada anak laki-laki di Taman Kanak-kanak dibangun. Sehingga untuk dapat memutus rantai kekerasan perlu dilakukan analisis bagaimana anak laki-laki membangun maskulinitasnya di Taman Kanak-kanak. Penelitian menggunakan pendekatan kualitatif, dengan disan penelitian *focused ethnography*. Temuan dilapangan menunjukan bahwa maskulinitas pada anak laki-laki dapat dibangun melalui dua cara, dimana anak terlibat secara aktif dalam pengembangan maskulinitasnya dan sekolah ikut melibatkan diri dalam pengembangan maskulinitas anak laki-laki di Taman Kanak-kanak

Kata Kunci: maskulinitas, anak laki-laki.

ABSTRACT

STUDI MASKULINITAS ANAK DALAM KONTEKS PENDIDIKAN ANAK USIA DINI

Oleh

Sarah Nandya Mutiara 1602667

The term boy will become male is widely accepted in society, as if the identity of masculinity is innate and natural. The process of being male involves learning masculinities that are formed early on through various contexts and situations in the social environment including the school environment in kindergarten education. Through the kindergarten environment, children learn to build masculinity that is influenced by stereotypes, where masculine stereotypes are related to toxic behaviors such as violence, strength, courage and not crying. The involvement of toxic behavior in the development of male masculinity is not new, where children who exhibit toxic behavior are often considered normal and experience this view because there are developing stereotypes, where boys must be able to show masculine characteristics in life. daily. This study aims to determine how masculinity in boys in Kindergarten is built. So that to break the chain of violence it is necessary to analyze how boys build their masculinity in Kindergarten. This study used a qualitative approach with a focused ethnographic research design. The findings in the field show that masculinity in boys can be constructed in two ways, namely that children are actively involved in the development of their masculinity and schools are involved in the development of male masculinity in Kindergarten.

Key words: masculinity, boy.

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